

DOCUMENT RESUME

ED 139 676

SO 009 965

AUTHOR Roettger, Walter B.
TITLE The Relevance of American Political Science: An Empirical Assessment.
PUB DATE 31 Mar 77.
NOTE 80p.; Paper presented at Annual Meeting of the Western Political Science Association (Phoenix, Arizona, March 31-April 2, 1977); Tables of statistics included in the document may not reproduce clearly

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS *Changing Attitudes; Data Analysis; Degree Requirements; Higher Education; Longitudinal Studies; Political Issues; *Political Science; *Professional Associations; Professors; *Profile Evaluation; Social Indicators; Socioeconomic Influences; *Surveys; Tables (Data); *Teacher Attitudes; Trend Analysis

ABSTRACT

The relevance of political science in America is examined. The paper is based on a 1963 profile of political science by Albert Somit and Joseph Tanenhaus, and a 1976 replication of this survey in which attitudes of American Political Science Association (APSA) members were re-assessed. Three dimensions of relevance are identified as important in assessing these attitudes: intrinsic, referring to the values derived from the nature of the discipline; extrinsic, referring to the relationship between the discipline and society; and curricular, referring to the relevance of political science curricula to the careers of political scientists. Longitudinal changes within the discipline are discussed, and associations between perceptions of APSA respondents and selected socioeconomic, occupational, and professional variables are measured. Findings indicate that the discipline generally supports citizenship training and public service education but shows less support for compensatory recruitment of women and minorities and involvement with social issues. Age of association members was a significant factor in determining desired changes in degree requirements. The conclusion is that all subfields of political science are more directed toward public policy concerns than was the case in the 1963 survey.
(Author/DB)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED139676

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ADP
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

THE RELEVANCE OF AMERICAN POLITICAL SCIENCE:
AN EMPIRICAL ASSESSMENT

Dr. Walter B. Roettger
Director, Public Affairs Program
Assistant Professor of Political Science
Emporia Kansas State College
Emporia, Kansas 66801

50009 965

Prepared for delivery at the 1977 Annual Meeting of
the Western Political Science Association, Del Webb
Towne House, Phoenix, Arizona, March 31-April 2, 1977.

ACKNOWLEDGEMENTS

I would like to thank the members of the Faculty Research Council of Central College, Pella, Iowa, for providing the funds which made possible the survey on which this essay is based. Additionally, I am most grateful for the efforts of Ellen Woods, Barbara Whitaker, and Sherill Whisenand of this same institution. The latter unfortunate souls found themselves saddled with those most necessary and tedious of tasks: addressing, coding, and punching.

Finally, I should like to acknowledge the generous and timely support of the Faculty Research and Creativity Committee of Emporia Kansas State College which underwrote the costs of data processing for the current study.

w.b.r.

THE RELEVANCE OF AMERICAN POLITICAL SCIENCE:
An Empirical Assessment

". . .contemporary American political science has often been rendered irrelevant to vital political concerns by the pursuit of petty methodological purity."¹

I. Introduction. In considering the "relevance" of American political science, we might well begin by noting that the notion is both a multifaceted and a relational one. To inquire into the "relevance question" is to broach the matters of the legitimate individual roles and collective goals of the discipline, and to consider the latter's proper relationship to the social context within which it exists. There is, of course, no paucity of answers to these questions; unfortunately, however, there is a definite lack of consensus among the various commentators. Indeed, the prescriptions frequently appear in the context of dialogues on the "state of the discipline" or in the form of a "considered opinion" of one of the profession's "notables" who is, by virtue of his/her pre-eminence, granted a license to comment authoritatively on such matters.

In fact, the current choice of nomenclature which forms the focus of this essay (though certainly not the concern for the discipline's proper relationship to the larger society and its pressing social and political problems) traces to just such a pronouncement: David Easton's Presidential Address of 1969.²

Here, Easton christened and (for many) legitimized the so-called "Post-Behavioral Revolution" and advised his colleagues in the Association that he was personally persuaded by its "Credo of Relevance."³ Because contemporary society was confronted with a uniquely foreshortened time scale, he urged that it was ". . .no longer practical or morally tolerable to stand on the political sidelines when our expertise alerts us to disaster."⁴ Instead, the discipline must collectively politicize itself and its members must accept their ". . .special responsibility as students of politics."⁵

Easton's words signalled the beginning of what is generally referred to as the "Post-Behavioral Era"⁶; they did not, of course, resolve the debates about the desirability of relevance or the purposes (and whose purposes) to which a "relevant" profession might be turned. Neither shall we attempt so ambitious a task in this essay. Instead, we shall content ourselves with identifying three dimensions of the notion of relevance and with assessing the orientations of the membership of the American Political science along certain of these. Finally, we shall explore the relationship between these attitudes and selected socio-economic, occupational, and professional factors which might be thought to bear thereon.

Easton's injunction that the profession become more relevant referred to what we shall call the "extrinsic relevance" of the discipline. As such, it is perhaps the most familiar usage, referring to the relationship between the discipline and the society. But we may identify other connotations of

relevance, as well. For example, in their empirical assessment of the attitudes of the profession, Albert Somit and Joseph Tanenhaus operated upon the assumption that "If a discipline is to thrive, most of its members must be convinced that the work they are doing is truly meaningful."⁷ Here, then, is a second usage of the term; the discipline may (or may not) possess an intrinsic worth or relevance for the practitioner.

Finally, we may identify yet a third aspect of "relevance"; the relevance of political science curricula to the careers of persons who are products of those curricula. Traditionally, it was assumed that the Ph.D. was a "research degree" which qualified its holder to indulge in this activity, presumably within the confines of the academic world or within some other such suitable environment. With the stagnation and then disintegration of the academic job market, this matter has become uncomfortably problematic and the ramifications have been felt throughout the discipline. Thus, APSA President Robert Lane spoke of the need "To Nurture a Discipline" and referred to the need for ". . . forward planning, planning for new careers, planning for new archival facilities, planning for information exchange."⁸ These plans, he added, ". . . need not and should not be coercive; but if they are well done, they are likely to be persuasive over the long run."⁹

With Lane's formal recognition of the need for the "scientific management" of the resources of the discipline (and, by implication, of its human resources), the profession appears to have moved to the brink of deliberate and conscious career

planning, if it has not already taken the final step. Thus, in 1976, four years after Lane's pregnant remarks, the APSA Committee of Department Chairpersons concluded that

. . . departments must begin to make serious efforts to develop professionally related non-academic employment opportunities for their students. It is not enough merely to make last minute efforts to find slots for those unable to secure faculty positions. The system of values and norms held by the faculty must undergo some changes. The graduate curriculum must be altered to provide students with the option of acquiring skills and knowledge appropriate for nonacademic employment.¹⁰

Clearly, in the opinion of the Committee, graduate training would have to undergo a rather fundamental revision. Just as clearly, such a revision would have enormous consequences for the "distribution of power" within departments and within the discipline as a whole. If departments were to restructure their programs in order to train students for the range of jobs which are currently or conceivably open to political scientists, fields such as public administration and policy analysis could only prosper while others such as Political Philosophy must wither. But the implications do not end with an alteration of structures within the departments; instead, they imply what some have seen as a radical change in the premises of a political scientific education. For example, Theodore Lowi (inter alia) has cautioned against the uncritical "enmeshment" of the discipline in the affairs of the "regime."¹¹ This is the situation of the "technocratic education" where the higher

educational institutions render

. . . service in a direct, institutional, and deliberate sense. It means service as a matter of conscious policy, as in a master-servant relationship. It is a contractual relationship between a group of decision makers in the university and a group of decision makers in any non-university establishment---a government, a business, an organized class, or any other social structure stable enough to have a regime to act on its behalf.¹²

It is not that universities have been without ties to their societal context; Lowi dismisses such an interpretation of their relationship as naive and erroneous. Rather, he argues that the two have necessarily existed in a "symbiotic" union. However, previously this union was ambivalent; the relationships were

. . . resisted and feared; they were taken on in full awareness that compromise was necessary for survival, and they were usually kept separate from the institution in their own schools or in institutes attached to the university.¹³

Increasingly, this is no longer the case; instead, universities actively cultivate and pursue these fiscal and functional ties. Concomitantly, Lowi feels that ". . . the intellectual agenda of the discipline is set by the needs of the clientele, not by the inner logic of political science."¹³ By way of example, he offers the French Grande Ecoles.¹⁴

Our discussion of the various meanings of "relevance" has resulted in something of a circularity. By "extrinsic relevance", we referred to the relations between the discipline and society;

by "intrinsic relevance," we intended the meaningfulness of the enterprise to the practitioner. Finally, we shall use the term "curricular relevance" to refer to the third "dimension" of relevance as it pertains to the graduate training program. Of course, such distinctions are analytical. The curriculum mediates between the practitioner and the society, on the one hand, and between the former and the discipline, on the other. Similarly, intrinsic relevance will not be detached from the perceived extrinsic relevance of the profession; certainly an activity which is regarded as highly eccentric or which is grudgingly tolerated in a culture which worships the pragmatic and practical will recruit a different sort of individual than will a prestigious undertaking. Thus, in the ensuing discussion, we must recall that disparities between one or more of the three "aspects of relevance" which are associated with various socio-economic and professional variables cannot be understood in isolation. If the number of persons recruited into the discipline falls or rises, we must expect that the motivations and expectations of those persons will change as well. Equally, if the bonds between the discipline and the larger society are tightened or loosened, the curriculum will eventually come to reflect this modification.

Needless to say, the time scale of these changes will be comprised of inter- and intra-generational effects; tenure, the considerable ego-involvement of the practitioner, and sheer considerations of "sunk costs" militate against rapid

change. Nonetheless, the economic realities of declining enrollments and a surfeit of anxious young Ph.D.'s ensures that some change will come.

In this paper, we shall examine these dimensions from a longitudinal and a cross-sectional perspective. In the Winter of 1975-76, the author replicated the Somit and Tnaenhaus survey of the discipline conducted in 1963 and reported in American Political Science: A Profile of a Discipline (1964).¹⁶ Drawing upon selected items from this study, we may explore the effect of the intervening "Post-Behavioral Revolution" and disintegration of the job market on the three orientations toward relevance.¹⁷ Then, we will examine the distribution of these attitudes, as well as a number of related beliefs which were sampled in the 1976 survey although not in the earlier study, across selected socio-economic, occupational, and professional variables.

II. Methodology. Somit and Tanenhaus derived their sample through systematic random sampling of the APSA's 1961 Directory of Members.¹⁸ A total of 431 of their 807 deliverable questionnaires were returned to produce a satisfyingly high response rate of 53%. We used a similar sampling procedure in the current survey, also relying upon the Association's Directory for our sample frame.¹⁹ Like the previous investigators, we eliminated those persons known to be deceased, persons who obviously held high public office, and individuals who were living out of the United States. However, we did not follow

their practice of eliminating full-time students. Instead, we accepted their counsel in this regard for, in retrospect, they felt the omission of this group ". . .to have been a mistake."²⁰

The initial mailing was posted on December 12, 1976; a followup was mailed on February 5, 1976. By June 1, 317 responses had been received from the 599 deliverable questionnaires. Thus, the response rate was 53%, virtually identical to that reported by the previous researchers. Comparison of the demographic characteristics of the respondents with those reported by contemporaneous studies strongly suggests that the survey is reasonably representative of the membership of the APSA on these variables. However, while this is a strength insofar as comparability with the Somit and Tanenhaus survey is concerned, it is something of a weakness in terms of representing the spectrum of opinions in the current profession. This, of course, is due to the bias introduced by the presence of a competing association, the Caucus for a New Political Science (CNPS), many of whose members do not belong to the Association. Moreover, it is not unlikely that more persons who are faculty members in political science departments do not belong to the APSA than was the case in 1963. This latter observation is supported by the membership figures reported by the Association which show that "regular" memberships have increased by little more than 1,000 since 1969 whereas the number of doctorates awarded during this same period was

at least five times this number.²¹ For these reasons, the APSA Directory probably provides a less representative listing of American political scientists today than it did in 1963. The great and obvious merit of this inventory is, of course, its ready availability; moreover, since an intent of the present survey was to replicate the previous study, it was highly desirable to employ a similar sample frame.

The 1963 survey included a battery of twenty-six Likert type items designed to measure member attitudes towards the profession and particularly toward such issues as behavioralism, the perceived adequacy of the discipline, and the perceived presence of an "establishment." The current survey repeated all of these questions and supplemented them with items probing attitudes toward "post-behavioralism," philosophy of social science, ideological orientation, and partisanship, as well as a full spectrum of socio-economic, occupational, and professional queries. Since the 1963 survey was designed to evaluate the "state of the discipline" at that time, it suffers from a degree of instrument decay; moreover, its items are not uniformly germane to the task at hand. Nonetheless, ten of the items appearing on both surveys appear to be suitable operationalizations of the notions of intrinsic, extrinsic, and curricular relevance as we have delineated them in earlier paragraphs. These items and the aspect of relevance to which they refer are as follows:

- A. Intrinsic relevance: items pertaining to the meaningfulness of political science to the practitioner and to the perceived worth of his/her activity.

1. Much that passes for scholarship in political science is superficial or trivial.
 2. Political scientists in the United States are unhappy about the current state of their discipline.
 3. Efforts to formulate, refine, and clarify concepts and to obtain agreement on labels to be attached to concepts often result in little more than hairsplitting and jargon.
- B. Extrinsic Relevance (General): General statements relating to the actual and appropriate relationship between the discipline and the larger society and suggesting the "costs" of involvement or "extrinsic relevance:"
4. The involvement of political scientists in non-scholarly activities has tended to impede the development of the discipline.
 5. By and large, political scientists do not devote enough attention to contemporary public policy matters.
 6. Political science has generally competed rather successfully with the other social sciences in areas of common interest.
- C. Curricular Relevance: Statements pertaining to the perceived adequacies and inadequacies of the current political science curriculum and suggesting training needs:
7. Political science cannot be said to have any generally agreed upon body of methods and techniques (deficiencies).
 8. Communication among political scientists tends to be seriously hindered by the inadequacy of their basic concepts (deficiencies).
 9. Political scientists tend to be unsophisticated about the nature of scientific investigation (deficiencies).
 10. Every doctoral candidate in political science should have systematic training in the history of political thought (training needs).

An eleventh item (item 11) ²² also appearing on both surveys, inquired into the "mood" of the profession, asking respondents to indicate their position on the following item: The mood of contemporary American political science is one of stocktaking and self-criticism.

In addition to these eleven items the 1976 survey included further Likert-type probes relating to member attitudes, five of which are germane to the present study. Four sample attitudes bearing on extrinsic relevance. However, whereas items 4-6 are rather general in focus, these additional queries are more specific. A fifth supplementary item provides a further indication of current orientations of member attitudes concerning curricular training needs.

D. Curricular Relevance (training needs): A statement related to the desired substance of graduate training;

12. All graduate training of future political scientists should require exposure to quantitative research methods and techniques.

E. Extrinsic Relevance (Particular): Particular statements focusing on the actual and desired relationship between the APSA and its members and the larger society.

13. It is the duty of the profession to make a deliberate effort to recruit minorities and females into the discipline until their representation is proportional to their number in the general population.

14. One of the responsibilities of the discipline includes the training of citizens through lower division "service courses" which provide a basic knowledge about the workings of the American political system.

15. One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucracies).

16. The APSA should take a 'stand' on the various important value choices facing American society.

III. The Longitudinal Perspective. Initially, we shall turn our attention to the changes in the perceptions of intrinsic, extrinsic, and curricular relevance which have occurred since the Somit and Tanenhaus survey of 1963. Table I displays the findings for all respondents (including persons who are not full- or part-time faculty members) on the ten items with which we propose to use for a longitudinal comparison of these dimensions. In order to put these figures in some perspective, it is appropriate to note that a difference of +7.3% is required in order for differences between responses reported in the two (independent) samples to be statistically significant at the 0.05 level.

In their 1964 report of their findings, Somit and Tanenhaus noted with some surprise that their respondents were disinclined to "take a position on these issues"²³ which they had thought ". . . pretty well covered the leading problems of the day."²⁴ Instead, the typical response was moderate ("agree," "disagree") or equivocal ("can't say"). This pattern was, if anything, more pronounced in the present survey in which "can't say" replies comprised 13% of the responses to the ten items of Table I while the number of extreme replies ("strongly agree," "strongly disagree") declined (on the average) 4.4% per item. These changes may be attributed to random sampling fluctuations, to instrument decay, to a change in the direction and intensity of member orientations toward these issues, or to some combination of these three. In any event the initial impression one

TABLE I
POSITION OF THE DISCIPLINE ON INTELLECTUAL
ISSUES: A LONGITUDINAL PERSPECTIVE (1963-1976)

ITEM	Year ^a	RESPONSE				
		Agree Strongly	Agree	Can't Say	Disagree	Disagree Strongly
A. Intrinsic Relevance						
1. Much that passes for scholarship in political science is superficial or trivial.	1963	17.4%	48.3%	5.1%	27.1%	2.1%
	1976	20.6	50.2	5.1	23.2	1.0
	Δ	+3.2	1.9	-	-3.9	-1.1
2. Political scientists in the United States are unhappy about the current state of their discipline.	1963	8.6	46.2	25.1	18.6	1.6
	1976	2.5	44.3	33.8	19.1	0.3
	Δ	-6.1	-1.9	+8.7	+0.5	-1.3
3. Efforts to formulate, refine, and clarify concepts and to obtain agreement on labels to be attached to concepts often result in little more than hairsplitting and jargon.	1963	14.8	48.0	5.6	28.5	3.0
	1976	8.4	50.6	6.8	30.3	3.9
	Δ	-6.4	+2.6	1.2	+1.8	+0.9
B. Extrinsic Relevance						
4. The involvement of political scientists in nonscholarly activities has tended to impede the development of the discipline.	1963	3.9	14.4	18.3	47.8	15.5
	1976	2.3	11.3	20.0	50.6	15.8
	Δ	-1.6	-3.1	+1.7	+2.8	+0.3
5. By and large, political scientists do not devote enough attention to contemporary public policy matters.	1963	7.7	26.9	9.7	47.3	8.4
	1976	12.1	38.0	11.2	37.7	1.0
	Δ	+4.4	+11.1	+1.5	-9.6	-7.4
6. Political science has generally competed rather successfully with the other social sciences in areas of common interest and study.	1963	5.1	45.7	17.6	27.8	3.7
	1976	1.9	40.8	21.8	31.4	4.9
	Δ	-3.2	-4.9	+4.2	+3.6	+1.2
C. Curricular Relevance						
7. Political science cannot be said to have any generally agreed upon body of methods and techniques.	1963	18.3	48.3	3.7	27.4	2.3
	1976	11.4	47.3	1.6	35.9	3.8
	Δ	-6.9	-1.0	-2.1	+8.5	+1.5
8. Communication among political scientists tends to be seriously hindered by the inadequacy of their basic concepts.	1963	11.1	37.6	11.6	38.1	1.6
	1976	8.9	33.3	15.6	41.6	0.6
	Δ	-2.2	-4.3	+4.0	+3.5	-1.0
9. Political scientists tend to be unsophisticated about the nature of scientific investigation.	1963	8.8	38.2	9.0	40.4	3.5
	1976	7.3	32.1	13.7	45.4	1.6
	Δ	-1.5	-6.1	+4.7	+5.0	-1.9
10. Every doctoral candidate in political science should have systematic training in the history of political thought.	1963	47.1	36.4	3.2	10.4	2.8
	1976	31.3	48.2	3.2	14.1	3.2
	Δ	-15.8	+11.8	-	+3.7	+0.4

^aData from 1963 is from Somit and Tanenhaus, 1963: 14-17.

^bThe difference (Δ) between the responses for 1963 and 1976 is computed by subtracting the scores for 1963 from those for 1976. As a result, a + value indicates that the number of persons supplying that response has increased in the interim.

one gains from the general pattern of responses is that the discipline is not sharply divided on any of these issues but rather remains, as before, roughly consensual.²⁵

Looking at the matter of intrinsic relevance, we recall Somit and Tanenhaus' admonition that, for a discipline to thrive, its members must "... believe that extending---or even merely transmitting---the discipline's knowledge and expertise is worth the mettle of mature and reflective individuals."²⁶ In fact, it is not altogether clear that political scientists meet this criterion, for some 7 out of 10 respondents indicate that a good deal of the scholarship in the discipline remains "superficial or trivial" (item 1). Moreover, there is some indication that the number has increased since 1963. Nevertheless, this seems to disturb them less than in 1963. Currently, some 8% fewer are disposed to feel that "Political scientists in the United States are unhappy about the current state of their discipline" (item 2), while the number believing that efforts directed to the clarification of concepts "often result in little more than hairsplitting and jargon" (item 3), seems to have declined somewhat, as well. In brief, although it appears that political scientists are by no means uncritical of the work of their colleagues, it nonetheless does seem that they are marginally more convinced that the activities of the discipline and its practitioners are worthwhile.

This interpretation gains credence if we examine responses to a related item concerning the "mood" of the discipline (Table II: item 11). Whereas some three out of five (60.1%)

TABLE II
THE "MOOD" OF THE DISCIPLINE: 1963-1976

ITEM	Year	Response				
		Agree Strongly	Agree	Can't Say	Disagree	Disagree Strongly
11. The mood of contemporary American political science is one of stocktaking and self-criticism.	1963	10.0%	50.1%	19.7%	18.3%	1.9%
	1976	2.6	38.1	24.5	32.6	2.3
	Δ	-7.4	-12.0	+4.8	+14.3	+0.4

respondents in 1963 felt that the "mood" of the contemporary discipline was one of stocktaking and self-criticism, only two out of five (40.7%) of respondents currently subscribe to such a view. Coupled with the somewhat more sanguine view of the intrinsic relevance of the enterprise which is suggested by the responses to items 1-3, the replies to item 11 seem to indicate a significant decline in the self-critical attitude of the discipline and perhaps a lessening of concern with matters internal to the profession.

Interestingly, this "mood" is (statistically) significantly associated with the subfield identification of respondents (Table III). Persons in Public Administration and American Government and Politics are more apt than their colleagues in other subfields to perceive a discipline which is self-critical. Conversely, persons in Political Philosophy and, though to a lesser extent, in I.R. and Public Law, see a discipline which is less engaged in self-assessment. This disparity suggests the substantial impact of the subfield differentiation on the profession. It is also noteworthy that the fields which regard the discipline as involved in "stocktaking and self-criticism" are fields which are currently enjoying relatively high levels

TABLE III.
POLITICAL SCIENCE FACULTY MEMBERS:
MOOD BY SUBFIELD
(1976)

ITEM	RESPONSE	SUBFIELD							
		All Faculty	I.R.	Comp Gov't	Public Law	Public Admin	Pol Phil	Pol Theory & Method	American Gov't & Politics
17. The mood of contemporary American political science is one of stocktaking and self-criticism.	Agree strongly	2%	-	-	8%	10%	-	-	9%
	Agree	38	26	43	31	47	29	31	46
	Can't say	21	29	29	15	26	-	31	17
	Disagree	35	45	29	46	10	59	23	33
	Disagree strongly	3	-	-	-	5	12	15	1
	Total (a)	99% (211)	100% (42)	101% (35)	100% (13)	98% (19)	100% (17)	100% (13)	100% (72)

F = 2.4799; P(F) < 0.05
df = 6, 204

of placement success.²⁷ In the case of Public Administration, this perceived "stocktaking" might conceivably be attributed to the attention directed to the subfield's efforts to resolve what Golembiewski has called the "locus-focus" problem with which the subfield seems chronically afflicted.²⁸ Moreover, in both fields their "stocktaking" is not so likely to result in greater concern with methodological debates as it is to eventuate in broader and more activist self-images. Thus Public Administrationists are increasingly interpreting their rightful domain as the administration of the "public interest" while American government and politics increasingly becomes involved with policy matters. On the other hand, political philosophers seem to perceive a discipline which is uninterested in self-criticism. Since this subfield has traditionally been the area most concerned with such stocktaking enterprises and since it is currently rather removed from the mainstream of the profession (in 1976 it experienced the least placement success; little more than one-half (53%) of persons in this subfield were successfully placed²⁹), these perceptions suggest that political philosophers feel estranged from their colleagues.

Turning to items pertaining to external relevance, we find support for the contention that the discipline is shifting its attention to external concerns. Fewer respondents feel that political science has fared poorly in competition with the cognate discipline (item 6). Concomitantly, the number of persons who feel that "The involvement of political scientists in nonscholarly activities has tended to impede the development

of the discipline" (item 4) has also shown a tendency to decrease; apparently, the perceived costs of involvement are somewhat less than in 1963. Finally, a significantly greater portion of the respondents would urge more involvement today than in 1963. More than 15% more respondents agreed that "By and large, political scientists do not devote enough attention to contemporary public policy matters" (item 5). This, it should be noted, occurs despite the fact that the level of concern with this area seems substantially greater today than in 1963.

Our examination of intrinsic relevance suggested that current practitioners were less critical of the discipline than thirteen years ago and that amount of energy directed toward internal concerns had lessened. Thus, the discipline seems to have moved from the "stocktaking" mentality of the early sixties which produced/reflected a preoccupation with concept formation and theory-building to an externally directed orientation which places greater stress on public policy matters while discounting the costs of such involvement. Given the interdependence of the three dimensions of relevance, we might expect that a similar shift might be detected in curricular concerns.

Examining items 7-9, we find that responses regarding the overall adequacy of graduate training reflect greater satisfaction with this training and an increasingly positive attitudes toward the intellectual tools of the profession. Fewer respondents feel that the discipline ". . . cannot be said to have any generally agreed upon body of methods and techniques (item 7), and that the inadequacy of the basic concepts hampers interdisciplinary communication (item 8). In the same vein,

fewer respondents feel that their colleagues are ". . . unsophisticated about the nature of scientific investigation" (item 8). In all three instances, the response patterns give evidence of a greater satisfaction with the training offered by the discipline and, by implication, the curriculum which structures such training. Looking at a more particular concern, we find that the commitment to ". . . systematic training in the history of political thought" (item 10), has declined in intensity. Quite possibly, this alteration reflects intergenerational changes within the discipline and the exit from the profession of the more devoted advocates of such training. In any event, it would seem likely that a shift in orientation such as this would be accompanied by concomitant curricular changes and that, as a consequence, fewer departments might insist on the traditional one- or two-semester exposure to the "History of Political Thought". This tendency could only be exacerbated by intensifying competition for course enrollment as overall campus enrollments decline at both the graduate and undergraduate levels.

To recapitulate, the overall patterns of response regarding the three relevances do not display any abrupt changes or any polarization within the discipline. They do, however, give rise to an interpretation of the climate of the discipline which suggests that it is becoming less self-critical, less concerned with internal matters, and more inclined to focus its attention outward, on policy matters. At the same time, the perceived costs of such a shift in focus have diminished. These incremental changes in intrinsic and extrinsic relevance

find a parallel in attitudes toward the adequacy of the curriculum. In general, respondents are more persuaded of the quality of their intellectual tools and of their appreciation of scientific investigation. On a particular level, they are less committed to the principal that all doctoral candidates should have ". . . systematic training in the history of political thought." Thus, the discipline has moved away from internal and toward external concerns, an attitudinal change which finds a parallel in the declining stature of the major "stocktaking" subfield within the discipline: political philosophy.²⁹

IV. The Contemporary Discipline: Extrinsic Relevance.

In this section, we shall look more closely at the beliefs and attitudes regarding extrinsic relevance which are current in the discipline. To do this, we shall examine the association between selected socio-economic, occupational, and professional variables and those items which we have already identified as indicators of extrinsic relevance (items 4-6) as well as several additional items which focus on more particular aspects of the relationship between the discipline and society (items 13-16). Finally, we shall narrow our range of respondents to those who indicated that they were either full- or part-time faculty members.

The socio-economic, occupational, and professional variables with which we shall be concerned are as follows:

1. Socio-economic:
 - a. age
 - b. sex
 - c. income

2. Occupational location:
 - a. type of institution, I
 - 1) Four year college offering undergraduate program in political science
 - 2) College or university offering MA/MS in political science
 - 3) College or university offering Ph.D. in political science
 - b. type of Institution, II
 - 1) public
 - 2) private
3. Professional:
 - a. academic rank
 - b. tenure status
 - c. credential (Ph.D., non-Ph.D.)
 - d. subfield identification of respondent

Each of these variables was crosstabulated with the items relating to general and particular relevance. The results appear on the following pages.

Table IV displays the distribution of attitudes on extrinsic relevance (general) for different age and sex groupings. Upon inspection, the intra- and intergroup disparities do not appear so great as do their similarities. Analysis of variance (t-Test, in the case of the sex variable) supports this impression; none of the F (t) values is significant at the 0.05 level. Similarly, when we examine the third socio-economic variable, total income, we find a rather homogeneous situation (Table V). While intergroup disparities do exist, they again prove to be statistically insignificant at the 0.05 level. We would add that these "non-results" are rather interesting and bear testimony to the substantial cohesiveness of the discipline. When one considers the great difference in socio-economic circumstances which are represented in these tables, it is difficult to avoid being impressed by the profession's success in obviating their divisive potential.

TABLE IV.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: GENERAL
BY
AGE AND SEX (1976)

ITEM	RESPONSE	All Faculty	Age				Sex	
			21- 29	30- 39	40- 49	50- 65	Female	Male
4. The involvement of political scientists in nonscholarly activities has tended to impede the development of the discipline.	Agree strongly	2%	5%	1%	-	5%	-	2%
	Agree	9	10	5	13	14	7	9
	Can't say	20	25	24	11	11	11	21
	Disagree	52	35	51	57	57	54	52
	Disagree strongly	17	25	18	18	14	29	16
	Total (n)	100% (213)	100% (20)	99% (94)	99% (54)	101% (37)	101% (28)	100% (184)
5. By and large, political scientists do not devote enough attention to contemporary public policy matters.	Agree strongly	11%	-	10%	15%	16%	11%	11%
	Agree	36	52	39	33	30	36	37
	Can't say	11	10	10	7	11	4	12
	Disagree	41	38	40	44	43	50	40
	Disagree strongly	-	-	1	-	-	-	-
	Total (n)	99% (215)	100% (21)	100% (95)	99% (54)	100% (37)	101% (28)	100% (186)
6. Political science has generally competed rather successfully with the other social sciences in areas of common interest and study.	Agree strongly	1%	-	2%	2%	-	-	2%
	Agree	47	52	42	44	56	50	47
	Can't say	17	-	21	22	8	7	18
	Disagree	30	43	33	24	31	43	28
	Disagree strongly	5	5	2	7	6	-	6
	Total (n)	100% (211)	100% (21)	100% (92)	99% (54)	101% (36)	100% (28)	101% (182)

TABLE V.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: GENERAL
BY
INCOME (1976)

ITEM	RESPONSE	All Faculty	Income (all sources)							
			Under \$10K	\$10- \$14K	\$14- \$18K	\$18- \$22K	\$22- \$26K	\$26- \$30K	\$30- \$34K	Over \$34K
4. The involvement of political scientists in nonacholarly activities has tended to impede the development of the discipline.	Agree strongly	2%	6%	-	2%	-	4%	-	10%	-
	Agree	9	6	6	7	9	9	15	30	12
	Can't Say	20	29	25	21	18	14	-	20	25
	Disagree	52	29	53	54	58	59	77	20	25
	Disagree strongly	17	29	17	17	16	14	8	20	38
	Total (n)	100% (213)	99% (17)	101% (36)	101% (38)	101% (45)	100% (22)	100% (13)	100% (10)	100% (8)
5. By and large, political scientists do not devote enough attention to contemporary public policy matters.	Agree strongly	11%	6%	8%	10%	18%	4%	23%	10%	12%
	Agree	36	35	43	44	27	36	31	20	38
	Can't say	11	12	11	8	11	9	-	20	12
	Disagree	41	47	38	37	42	50	46	50	38
	Disagree strongly	-	-	-	-	2	-	-	-	-
	Total (n)	99% (215)	100% (17)	100% (37)	99% (59)	100% (45)	99% (22)	100% (13)	100% (10)	100% (8)
6. Political science has generally competed rather successfully with the other social sciences in areas of common interest and study.	Agree strongly	1%	-	5%	2%	-	-	-	-	-
	Agree	47	53	40	54	42	54	38	56	50
	Can't say	17	-	11	16	27	9	15	11	25
	Disagree	30	35	38	25	29	36	38	22	12
	Disagree strongly	5	12	5	4	2	-	8	11	12
	Total (n)	100% (211)	100% (17)	99% (37)	101% (56)	100% (45)	99% (22)	99% (13)	100% (9)	99% (8)

Turning next to the impact of the "occupational location" of the respondents (Table VI), we again find that they have only minor impact on the response patterns to items 4-6. Again, the implications are not inconsiderable. Location at a Ph.D.-granting institution entails (on the average) considerably less classroom teaching and offers the political scientists substantially more in the way of academic amenities than does location in a university or college which offers the baccalaureate as its terminal degree.³⁰ Nevertheless, analysis of variance (t-Test) reveals no statistically significant difference between respondents located in the different categories of the two institutional types examined in Table V.

When we move to the professional division within the discipline, we again find a strikingly homogeneous discipline with regard to items 4-6 (Table VII). Considerations of rank do not entail statistically significant differences in attitudinal orientations save in the single case of credential, where Ph.D.'s are significantly more likely than are non-Ph.D.'s to feel that their profession has ". . . generally competed rather successfully with the other social sciences in areas of common interest and study" (item 6).

Finally, when we examine the impact of subfield identification on the perceptions of extrinsic relevance as it is operationalized in items 4-6, we again encounter considerable uniformity (Table VIII). There is no statistically significant difference across the several subfields on items 4 and 5 (0.05 level) when subjected to analysis of variance. On the

TABLE VI.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: GENERAL
BY
INSTITUTIONAL TYPE (1976)

ITEM	RESPONSE	Program Type				Institutional Type	
		All Faculty	Four Year College	MA/MS Program	Ph.D. Program	Public	Private
4. The involvement of political scientists in nonscholarly activities has tended to impede the development of the discipline.	Agree strongly	2%	-	4%	3%	1%	4%
	Agree	9	8	8	12	11	6
	Can't say	20	15	29	20	18	23
	Disagree	52	61	45	45	50	54
	Disagree strongly	17	16	14	20	21	13
		100% (213)	100% (74)	100% (49)	100% (75)	101% (131)	100% (79)
5. By and large, political scientists do not devote enough attention to contemporary public policy matters.	Agree strongly	11%	11%	12%	11%	11%	10%
	Agree	36	35	47	29	39	31
	Can't say	11	12	8	13	11	12
	Disagree	41	42	31	47	39	46
	Disagree strongly	-	-	2	-	1	-
		99% (215)	100% (74)	100% (51)	100% (75)	101% (132)	99% (80)
6. Political science has generally competed rather successfully with the other social sciences in areas of common interest and study.	Agree strongly	1%	1%	2%	-	1%	2%
	Agree	47	51	59	37	50	43
	Can't say	17	17	10	20	15	19
	Disagree	30	28	18	40	30	32
	Disagree strongly	5	3	10	3	5	4
		100% (211)	100% (72)	99% (49)	100% (75)	101% (129)	100% (79)

-25-

TABLE VII.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: GENERAL
BY
RANK, TENURE, AND CREDENTIAL
(1976)

ITEM	RESPONSE	All Faculty	Rank				Tenured?		Credential	
			Inst	Ass't Prof	Assoc Prof	Full Prof	No	Yes	Non- Ph.D.	Ph.D.
4. The involvement of political scientists in nonscholarly activities has tended to impede the development of the discipline.	Agree strongly	2%	-	3%	-	4%	2%	2%	-	2%
	Agree	9	8	4	8	18	5	12	3	10
	Can't say	20	31	23	18	12	21	19	27	18
	Disagree	52	38	50	56	53	53	50	54	52
	Disagree strongly	17	23	20	15	14	18	17	15	18
	Total (n)	100% (213)	100% (26)	100% (70)	99% (60)	101% (57)	99% (92)	100% (120)	99% (33)	100% (175)
5. By and large, political scientists do not devote enough attention to contemporary public policy matters.	Agree strongly	11%	15%	8%	12%	12%	11%	12%	18%	9%
	Agree	36%	38	39	37	32	38	35	36	37
	Can't say	11	8	12	13	9	12	11	9	11
	Disagree	41	38	40	37	47	39	42	36	42
	Disagree strongly	-	-	-	2	-	-	1	-	1
	Total (n)	99% (215)	99% (26)	99% (72)	101% (60)	100% (57)	100% (94)	101% (120)	99% (33)	100% (177)
6. Political science has generally competed rather successfully with the other social sciences in areas of common interest and study.	Agree strongly	1%	-	1%	2%	2%	1%	2%	-	2%
	Agree	47	52	46	47	48	46	49	45	48
	Can't say	17	-	19	20	18	13	19	6	18
	Disagree	30	40	29	30	27	34	27	42	28
	Disagree strongly	5	8	6	2	5	6	3	6	4
	Total (n)	100% (211)	100% (25)	101% (70)	101% (60)	100% (56)	100% (92)	100% (118)	99% (33)	100% (174)

TABLE VIII.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE (GENERAL)
BY
SUBFIELD (1976)

ITEM	RESPONSE	SUBFIELD							
		All Faculty	I.R.	Comp Gov't	Public Law	Public Admin	Pol Phil	Pol Theory & Method	Amer Gov't & Politics
4. The involvement of political scientists in nonscholarly activities has tended to impede the development of the discipline.	Agree strongly	2%	5%	3%	-	-	-	8%	-
	Agree	9	7	6	14	5	6	15	13
	Can't say	20	20	23	29	16	24	31	13
	Disagree	52	50	57	50	58	59	8	51
	Disagree strongly	17	10	11	7	21	12	38	24
	Total (n)	100% (213)	100% (41)	100% (35)	100% (14)	100% (19)	101% (17)	100% (13)	101% (71)
5. By and large, political scientists do not devote enough time to contemporary public policy matters.	Agree strongly	11%	10%	6%	-	16%	6%	15%	17%
	Agree	36	31	37	36	32	35	38	39
	Can't say	11	17	14	7	5	6	-	11
	Disagree	41	43	43	57	47	53	46	32
	Disagree strongly	-	-	-	-	-	-	-	1
	Total (n)	99% (42)	101% (42)	100% (35)	100% (14)	100% (19)	100% (17)	99% (13)	100% (72)
6. Political science has generally competed rather successfully with the other social sciences in areas of common interest and study.	Agree strongly	1%	-	3%	7%	-	6%	-	-
	Agree	47	49	53	64	42	18	31	54
	Can't say	17	20	18	21	10	18	15	13
	Disagree	30	24	24	7	42	59	38	29
	Disagree strongly	5	7	3	-	5	-	15	4
	Total (n)	100% (211)	100% (41)	101% (34)	99% (14)	99% (19)	101% (17)	99% (13)	100% (70)

F = 2.2630; P(F) < 0.05
df = 6, 201

other hand, it is clear that respondents identifying with Political Theory and Methodology do not correspond well with respondents in the remaining subfields on item 4. In particular, they diverge widely from their colleagues in Public Administration who are more apt to feel that the costs of involvement do not include impeding the development of the discipline. Such a difference does appear upon analysis of variance of the response patterns on item 6. Here, the difference between the views of respondents belonging to those subfields which take a more roseate view of the discipline's success in competing with the cognate disciplines (e.g., Public Law, Comparative Government) and those who belong to those subfields taking a more saturnine view of the competition (e.g., Political Philosophy, Political Theory, and Methodology) is statistically significant at the 0.05 level.

To summarize, the impact of the socio-economic variables of age, sex, and income on the items operationalizing extrinsic relevance (general) was minimal. Neither did the impact of occupational location prove to be of overweaning consequence, at least insofar as extrinsic relevance (general) was concerned. However, as might be expected professional considerations and particularly subfield identification had a greater bearing on the attitudes of full- and part-time faculty.

Having examined the impact of the various socio-economic, occupational, and professional variables on the general matters of extrinsic relevance referred to in items 4-6, it is appropriate to turn to the more specific issues raised in the additional questions appended to the Somit and Tanenhaus study in

the 1976 questionnaire. Since these have not previously been treated in any systematic fashion, we shall begin by considering the pattern of all responses to these probes.

Some two out of five of all full- and part-time faculty respondents indicated that the profession had a duty to deliberately recruit minorities and women into the discipline "... until their number is proportional to their number in the general population" (item 13). However, slightly more than one-half of these same respondents (51%) either disagreed or disagreed strongly with this position.

Respondents were more positively oriented toward items addressing the civic responsibilities of the profession. More than four out of five (84%) of full- and part-time faculty respondents agreed or strongly agreed that citizen training was "One of the responsibilities of the discipline" while scarcely one out of ten (11%) disputed this (item 14). Similarly, seven out of ten faculty respondents felt that "One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in government (e.g., in the federal, state, and local bureaucracies)" (item 15), while about a quarter (26%) took issue with this position.

Finally, respondents were asked to indicate their feelings on the proposition that "The APSA should take a 'stand' on the various important value choices facing American society (item 16). About a third (32%) of the faculty respondents replied in the affirmative, while one half (50%) disagreed or disagreed strongly with the statement.

If we break these attitudes down after the fashion in which we analyzed items 4-6, we find only a bit less uniformity between the various groupings which we have selected for our analysis. Looking first at the socio-economic variables of age and sex (Table VIII) we find that the age variable is associated with no statistically significant differences on the four items. However, as might be expected, the difference between the means of the responses of males and females on item 13 is significant at the 0.01 level. Women are much more inclined than are men to have the profession ". . . make a deliberate effort to recruit minorities and females into the discipline until their representation is proportional to their number in the general population." This was the only relevance-related item on which men and women disagreed in a statistically significant fashion. When we examine the distribution of faculty attitudes on extrinsic relevance (particular) over the income categories which we distinguished in Table V, we again find no statistically significant differences (Table X). Thus, with the single exception of the question of recruitment of women and minorities, the socio-economic divisions are not associated with systematic differences in their attitudes regarding an extrinsic relevance of the profession.

The situation is only somewhat altered when we consider the relationship between the two institutional typologies which we have identified and items 13-16 (Table XI). In no case is the association between the terminal degree offered by the institution and the items of particular extrinsic relevance statistically

TABLE IX.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: PARTICULAR
BY
AGE AND SEX (1976)

ITEM	RESPONSE	All Faculty	Age				Sex	
			21- 29	30- 39	40- 49	50- 65	Female	Male
13. It is the duty of the profession to make a deliberate effort to recruit minorities and females into the discipline until their representation is proportional to their number in the general population.	Agree strongly	13%	24%	12%	17%	11%	31%	11%
	Agree	29	24	29	26	35	28	29
	Can't say	7	19	3	9	3	7	7
	Disagree	37	29	38	35	43	31	38
	Disagree strongly	14	5	19	13	8	3	16
	Total	100%	101%	101%	100%	100%	100%	101%
	(n)	(216)	(21)	(96)	(54)	(37)	(29)	(186)
14. One of the responsibilities of the discipline includes the training of citizens through lower division "service courses" which provide a basic knowledge about the workings of the American political system.	Agree strongly	34%	14%	36%	36%	35%	38%	35%
	Agree	50	62	47	49	49	48	49
	Can't say	5	10	5	8	-	7	5
	Disagree	9	10	9	6	14	7	10
	Disagree strongly	2	5	2	2	3	-	3
	Total	100%	101%	99%	101%	101%	100%	100%
	(n)	(215)	(21)	(96)	(53)	(37)	(29)	(185)

-31-

TABLE IX.
(continued)
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: PARTICULAR
BY
AGE AND SEX (1976)

ITEM	RESPONSE	<u>Age</u>					<u>Sex</u>	
		All Faculty	21- 29	30- 39	40- 49	50- 65	Female	Male
15. One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucracies).	Agree strongly	14%	-	12%	13%	27%	14%	14%
	Agree	56	67	52	61	49	59	55
	Can't say	4	5	4	2	8	-	5
	Disagree	22	14	29	20	11	21	23
	Disagree strongly	4	14	2	4	5	7	4
	Total	100%	100%	99%	100%	100%	101%	101%
	(n)	(216)	(21)	(96)	(54)	(37)	(24)	(186)
16. The APSA should take a 'stand' on the various important value choices facing American society.	Agree strongly	5%	-	4%	2%	11%	10%	4%
	Agree	27	38	34	22	19	31	27
	Can't say	8	5	8	7	5	-	9
	Disagree	42	48	36	48	44	52	40
	Disagree strongly	18	10	18	20	22	7	20
	Total	100%	101%	100%	99%	101%	100%	100%
	(n)	(215)	(21)	(95)	(54)	(37)	(29)	(185)

significant. However, respondents at private institutions differ in a statistically significant fashion (0.01 level) from their colleagues in public institutions with regard to their beliefs on the responsibility of the discipline to provide lower division "service courses" to ". . . provide a basic knowledge about the working of the American political system" (item 15). The direction of the difference is as one would expect; political scientists at public universities are much more in favor of such courses than are their colleagues at private schools. This is the only instance in which one of the "occupational location" variables is associated with a statistically significant difference.

With regard to the "professional variables" of rank, credential, and tenure, only the latter is associated with statistically significant patterns of response on the four items under consideration (Table XII). Tenured individuals are significantly more likely to subscribe to the belief that "One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucracies)" than are their untenured colleagues (item 15). Moreover, untenured faculty members are more likely to advocate that the Association ". . . take a 'stand' on the various important value choices facing American society" (item 16). In both cases, the position taken by the untenured respondents is the more "heretical." These findings, while interesting, beg at least one more serious question: does the process of becoming tenured involve a concomitant "cooptation" to the views of

TABLE X.
POLITICAL SCIENCE FACULTY MEMBERS
EXTRINSIC RELEVANCE: PARTICULAR
BY
INCOME (1976)

ITEM	RESPONSE	Income (all sources)								
		All Faculty	Under \$10K	\$10- \$14K	\$14- \$18K	\$18- \$22K	\$22- \$26K	\$26- \$30K	\$30- \$34K	Over \$34K
13. It is the duty of the profession to make a deliberate attempt to recruit minorities and females into the discipline until their representation is proportional to their number in the general population.	Agree strongly	13%	18%	16%	14%	11%	4%	8%	20%	25%
	Agree	29	18	37	24	31	41	31	-	38
	Can't say	7	18	10	5	-	18	-	-	12
	Disagree	37	35	26	39	44	32	38	50	25
	Disagree strongly	14	12	10	19	13	4	23	30	-
	Total (n)	100% (216)	101%	99%	101%	99%	99%	100%	100%	100%
14. One of the responsibilities of the discipline includes the training of citizens through lower division "service courses" which provide a basic knowledge about the workings of the American political system.	Agree strongly	34%	12%	37%	34%	33%	36%	46%	40%	25%
	Agree	50	59	50	48	51	50	23	60	50
	Can't say	5	6	8	7	4	4	-	-	-
	Disagree	9	18	5	10	4	9	23	-	25
	Disagree strongly	2	6	-	-	7	-	8	-	-
	Total (n)	100% (215)	101%	100%	99%	99%	99%	100%	100%	100%

TABLE X.
(continued)
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: PARTICULAR
BY
INCOME (1976)

ITEM	RESPONSE	Income (all sources)								
		All Faculty	Under \$10K	\$10- \$14K	\$14- \$18K	\$18- \$22K	\$22- \$26K	\$26- \$30K	\$30- \$34K	Over \$34K
15. One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucracies).	Agree strongly	14%	6%	10%	7%	16%	18%	23%	20%	50%
	Agree	56	47	55	56	60	68	54	40	25
	Can't say	4	6	3	7	4	4	-	-	-
	Disagree	22	29	26	25	20	9	15	30	25
	Disagree strongly	4	12	5	5	-	-	8	10	-
	Total	100%	100%	99%	100%	100%	99%	100%	100%	100%
	(n)	(216)	(17)	(38)	(59)	(45)	(22)	(13)	(10)	(8)
16. The APSA should take a 'stand' on the various important value choices facing American society.	Agree strongly	5%	-	10%	2%	4%	-	8%	10%	12%
	Agree	27	24	53	33	20	18	15	10	-
	Can't say	8	24	3	7	4	9	8	20	12
	Disagree	42	29	26	52	47	50	31	40	38
	Disagree strongly	18	24	8	7	24	23	38	20	38
	Total	100%	101%	100%	101%	99%	100%	100%	100%	100%
	(n)	(215)	(17)	(38)	(58)	(45)	(22)	(13)	(11)	(8)

TABLE XI.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: PARTICULAR
BY
INSTITUTIONAL TYPE (1976)

ITEM	RESPONSE	All Faculty	Four Year College	MA/MS Program	Ph.D. Program	Public	Private
13. It is the duty of the profession to make a deliberate effort to recruit minorities and females into the discipline until their representation is proportional to their number in the general population.	Agree strongly	13%	18%	10%	12%	16%	9%
	Agree	29	26	35	31	29	29
	Can't say	7	7	6	7	4	11
	Disagree	37	39	35	35	36	39
	Disagree strongly	14	11	15	16	14	12
	Total	100%	101%	101%	101%	99%	100%
	(n)	(216)	(74)	(52)	(75)	(133)	(80)
14. One of the responsibilities of the discipline includes the training of citizens through lower division "service courses" which provide a basic knowledge about the workings of the American political system.	Agree strongly	34%	38%	37%	28%	37%	28%
	Agree	50	49	51	49	54	41
	Can't say	5	4	2	7	3	9
	Disagree	9	10	6	12	2	21
	Disagree strongly	2	-	4	4	3	1
	Total	100%	101%	100%	100%	99%	100%
	(n)	(215)	(74)	(51)	(75)	(132)	(80)

TABLE XI.
(continued)
POLITICAL SCIENCE FACULTY MEMBERS
EXTRINSIC RELEVANCE: PARTICULAR
BY
INSTITUTIONAL TYPE (1976)

ITEM	RESPONSE	Program Type				Institutional Type	
		All Faculty	Four Year College	MA/MS Program	Ph.D. Program	Public	Private
15. One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucracies).	Agree strongly	14%	12%	19%	9%	12%	16%
	Agree	56	53	60	57	58	52
	Can't say	4	5	4	1	5	2
	Disagree	22	28	14	24	20	25
	Disagree strongly	4	1	4	8	4	4
	Total	100%	99%	101%	101%	99%	99%
	(n)	(216)	(74)	(52)	(75)	(133)	(80)
16. The APSA should take a 'stand' on the various important value choices facing American society.	Agree strongly	5%	4%	2%	5%	4%	5%
	Agree	27	28	27	27	29	25
	Can't say	8	10	8	7	7	10
	Disagree	42	45	49	37	41	44
	Disagree strongly	18	14	14	24	19	16
	Total	100%	101%	100%	100%	100%	100%
	(n)	(215)	(74)	(51)	(75)	(132)	(80)

TABLE XII.
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: PARTICULAR
BY
RANK, TENURE, AND CREDENTIAL
(1976)

ITEM	RESPONSE	All Faculty	Inst	Rank			Tenured?		Credential	
				Ass't Prof	Assoc Prof	Full Prof	No	Yes	Non- Ph. D.	Ph. D.
13. It is the duty of the profession to make a deliberate effort to recruit minorities and females into the discipline until their representation is proportional to their number in the general population.	Agree strongly	13%	15%	15%	12%	12%	16	12	15%	14%
	Agree	29	31	26	30	30	25	32	21	30
	Can't say	7	15	6	3	9	10	5	12	6
	Disagree	37	35	30	50	33	35	38	42	36
	Disagree strongly	14	4	23	5	16	15	13	9	14
	Total	100%	100%	100%	100%	100%	101%	100%	99%	100%
	(n)	(216)	(26)	(73)	(60)	(57)	(95)	(120)	(33)	(173)
14. One of the responsibilities of the discipline includes the training of citizens through lower division "service courses" which provide a basic knowledge about the workings of the working of the American political system.	Agree strongly	34%	27%	36%	29%	39%	35%	33%	24%	35%
	Agree	50	54	47	56	46	45	53	58	48
	Can't say	5	4	7	7	2	7	3	3	6
	Disagree	9	15	7	7	12	10	9	15	8
	Disagree strongly	2	-	4	2	2	3	2	-	3
	Total	100%	100%	101%	101%	101%	100%	100%	100%	100%
	(n)	(715)	(26)	(73)	(59)	(57)	(95)	(119)	(33)	(177)

TABLE XII.
(continued)
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE: PARTICULAR
BY
RANK, TENURE, AND CREDENTIAL
(1976)

ITEM	RESPONSE	All Faculty	Inst	Rank			Tenured?		Credential	
				Ass't Prof	Assoc Prof	Full Prof	No	Yes	Non- Ph.D.	Ph.D.
15. One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucracies).	Agree strongly	14%	12%	11%	10%	23%	10%	17%	15%	14%
	Agree	56	50	56	62	50	52	59	52	56
	Can't say	4	4	4	5	4	4	4	9	3
	Disagree	22	31	22	22	19	26	18	21	22
	Disagree strongly	4	4	7	2	4	7	2	3	4
	Total	100%	101%	100%	101%	100%	99%	100%	100%	99%
	(n)	(216)	(26)	(73)	(60)	(57)	(95)	(120)	(33)	(178)
16. The APSA should take a 'stand' on the various important value choices facing American society.	Agree strongly	5%	-	6%	5%	5%	4%	5%	6%	4%
	Agree	27%	31	39	23	16	37	20	39	26
	Can't say	8	15	6	7	9	8	8	12	7
	Disagree	42	38	35	48	46	37	46	27	44
	Disagree strongly	18	15	15	17	25	13	22	15	18
	Total	100%	99%	101%	100%	101%	99%	101%	99%	99%
	(n)	(215)	(26)	(72)	(60)	(57)	(94)	(120)	(33)	(177)

already-tenured faculty and, specifically, to the views expressed in items 15 and 16? Or, are the opinions expressed here generationally related? Since these same statistically significant disparities do not appear when we break items 15 and 16 down by age categories, it appears that this latter answer is insufficient to explain the phenomena. Doubtless this would prove a fertile area for further research, especially now tenure is becoming an increasingly elusive and exclusive status.

Finally, looking at the last of the "professional variables", subfield identification (Table XIII), we find that, under analysis of variance, there is no statistically significant difference between respondents identifying with the several subfields on items 13-16. Again, however, this analysis may be a bit misleading, for inspection of responses to items 14, 15, and 16 reveals wide variations between opinions held by persons within some subfields and those held by the remainder of the discipline. In particular, respondents identifying with Political Theory and Methodology diverge widely from their colleagues on items 14 and 15. They would, it appears, prefer that the discipline confined its actions to more scholarly endeavors and left the career and citizenship training to others. This predilection is in keeping with their greater tendency to feel that involvement in "nonscholarly activities has tended to impede the development of the discipline" (item 4, Table VIII). On the other hand, persons in Public Administration are much in favor of preparing undergraduates and graduates for eventual public service careers (item 15) as we would expect. Similarly, persons in American Government

TABLE XIII.
POLITICAL SCIENCE FACULTY MEMBERS.
EXTRINSIC RELEVANCE (PARTICULAR)
BY
SUBFIELD (1976)

ITEM	RESPONSE	SUBFIELD							
		All Faculty	I.R.	Comp Gov't	Public Law	Public Admin	Pol Phil	Pol Theory & Method	American Gov't & Politics
13. It is the duty of the profession to make a deliberate effort to recruit minorities and females into the discipline until their representation is proportional to their number in the general population.	Agree strongly	13%	7%	25%	7%	5%	12%	8%	17%
	Agree	29	45	22	21	26	24	31	25
	Can't say	7	7	3	7	16	6	-	8
	Disagree	37	21	44	43	37	41	31	40
	Disagree strongly	14	19	6	21	15	16	31	10
	Total	100%	99%	100%	99%	99%	99%	101%	100%
	(n)	(216)	(42)	(36)	(14)	(19)	(17)	(13)	(72)
14. One of the responsibilities of the discipline includes the training of citizens through lower division "service courses" which provide a basic knowledge about the workings of the American political system.	Agree strongly	34%	31%	26%	29%	21%	35%	31%	44%
	Agree	50	52	57	64	63	59	31	39
	Can't say	5	7	3	-	5	-	-	7
	Disagree	9	10	14	7	10	6	8	8
	Disagree strongly	2	-	-	-	-	-	31	1
	Total	100%	100%	100%	100%	99%	100%	101%	99%
	(n)	(215)	(42)	(35)	(14)	(19)	(17)	(13)	(72)

TABLE XIII.
(continued)
POLITICAL SCIENCE FACULTY MEMBERS:
EXTRINSIC RELEVANCE (PARTICULAR)
BY
SUBFIELD (1976)

ITEM	RESPONSE	SUBFIELD							
		All Faculty	I.R.	Comp Gov't	Public Law	Public Admin	Pol Phil	Pol Theory & Method	American Gov't & Politics
15. One of the most valuable contributions the discipline can make is to prepare undergraduates and graduates for eventual service in the government (e.g., in the federal, state, and local bureaucies).	Agree strongly	14%	19%	3%	14%	26%	12%	8%	15%
	Agree	56	50	78	64	58	53	46	47
	Can't say	4	2	3	-	5	6	-	7
	Disagree	22	29	17	21	5	24	23	25
	Disagree strongly	4	-	-	-	5	6	23	6
	Total	100%	100%	101%	99%	99%	101%	100%	100%
	(n)	(216)	(12)	(36)	(14)	(19)	(17)	(13)	(72)
16. The APSA should take a 'stand' on the various important value choices facing American society.	Agree strongly	5%	2%	-	14%	10%	-	8%	6%
	Agree	27	24	28	14	16	35	15	34
	Can't say	8	7	3	14	16	6	8	8
	Disagree	42	33	56	43	58	41	23	41
	Disagree strongly	18	33	14	14	-	18	46	11
	Total	100%	99%	101%	99%	100%	100%	100%	100%
	(n)	(215)	(42)	(36)	(14)	(19)	(17)	(13)	(71)

and Politics are more persuaded of the wisdom of lower division service courses to initiate citizens into the mysteries of the American political system. In all these cases, however, the small sample size after disaggregation severely compromises the likelihood of uncovering differences which are statistically significant. Thus, it is perhaps more prudent to regard these intra-disciplinary differences as suggestive of the need for further inquiry.

V. The Contemporary Discipline: Curricular Relevance and Perceived Training Needs in the Future. As we noted in an earlier paragraph, the aspects of relevance which we have distinguished are analytical; alterations in a set of attitudes pertinent to one aspect of relevance cannot help but implicate the others. In this section, we shall consider attitudes in the contemporary discipline related to curricular desiderata. At the same time, however, we must view these from the context of a discipline which, as a whole, has expressed a desire for greater extrinsic relevance and particularly, greater involvement in the areas of policy analysis. There is, however, little general support for collective action on the part of the Association; only a minority would have it take a "stand" on vital social issues. Moreover, there appears only minority support for the employment of compensatory recruitment devices within the discipline. On the other hand, support for the traditional activities of citizen training and education for public service careers appears considerable. Consequently, it is quite likely

that if greater "extrinsic relevance" is to come, it will do so through the traditional channels of individual policy inquiry rather than through some collective effort on the part of the Association.

Needless to say, even this more modest alteration will occasion certain curricular changes. It is one thing to prepare a graduate student for academic research and quite another to tutor him/her for the public service. The current study examined two areas of graduate training: political philosophy and quantitative research methods. In earlier paragraphs, we have already seen that the intensity of the commitment to the former has declined substantially during the thirteen years since the Somit and Tanenhaus survey. However, we have not, as yet, discussed the second topic since it was not included in the earlier study.

We asked respondents to indicate their position on the statement "All graduate training of future political scientists should require exposure to quantitative research methods and techniques" (item 12). Of the full- and part-time faculty members who participated in the survey, more than eight out of ten responded affirmatively, and scarcely one out of ten (12%) demurred.

Again, we examined the distribution of attitudes on these items over the several socio-economic, occupational, and professional variables. Table XIV displays the findings on age and sex; Table XV, the distributions over the various income categories. Clearly, older faculty are more likely to express a greater affinity for "systematic training in the history of political thought"

TABLE XIV.
POLITICAL SCIENCE FACULTY MEMBERS:
CURRICULAR RELEVANCE (TRAINING NEEDS) BY
AGE AND SEX
(1976)

ITEM	RESPONSE	All Faculty	Age				Sex	
			21- 29	30- 39	40- 49	50- 65	Female	Male
10. Every doctoral candidate in political science should have systematic training in the history of political thought.	Agree strongly	32%	33%	38%	26%	49%	43%	30%
	Agree	47	38	45	51	49	43	34
	Can't say	2	5	4	-	-	4	2
	Disagree	14	14	18	17	3	7	13
	Disagree strongly	5	10	4	6	-	4	5
	Total (n)	100% (215)	100% (21)	101% (95)	100% (54)	101% (37)	101% (28)	100% (186)
12. All graduate training of future political scientists should require exposure to quantitative research methods and techniques.	Agree strongly	37%	48%	40%	41%	27%	41%	37%
	Agree	48	33	50	44	51	52	48
	Can't say	2	-	1	4	3	-	2
	Disagree	10	19	6	9	19	-	12
	Disagree strongly	2	-	3	2	-	7	2
	Total (n)	99% (215)	100% (21)	100% (96)	100% (54)	100% (37)	100% (29)	101% (185)

TABLE XV.
POLITICAL SCIENCE FACULTY MEMBERS:
CURRICULAR RELEVANCE (TRAINING NEEDS) BY
INCOME (1976)

ITEM	RESPONSE	Income (all sources)								
		All Faculty	Under \$10K	\$10- \$14K	\$14- \$18K	\$18- \$22K	\$22- \$26K	\$26- \$30K	\$30- \$34K	Over \$34K
10. Every doctoral candidate in political science should have systematic training in the history of political thought.	Agree strongly	32%	41%	38%	25%	33%	27%	31%	40%	38%
	Agree	47	47	38	56	33	59	54	50	38
	Can't say	2	-	8	-	2	4	-	-	-
	Disagree	14	6	16	14	24	4	-	10	25
	Disagree strongly	5	6	-	5	7	4	15	-	-
	Total (n)	100% (215)	100% (17)	100% (37)	100% (59)	99% (45)	98% (22)	100% (13)	100% (10)	101% (8)
12. All graduate training of future political scientists should require exposure to quantitative research methods and techniques.	Agree strongly	37%	24%	40%	41%	42%	32%	25%	30%	38%
	Agree	48	53	45	44	47	64	58	40	50
	Can't say	2	6	-	2	4	-	-	-	-
	Disagree	10	18	10	12	4	-	17	30	12
	Disagree strongly	2	-	5	2	2	4	-	-	-
	Total (n)	99% (215)	101% (17)	100% (38)	101% (59)	99% (45)	100% (22)	100% (12)	100% (10)	100% (8)

(item 10) than are their younger colleagues. Equally, they seem less enamored with the thought of required training in quantitative research methods (item 12). Under analysis of variance, only those age-related differences associated with item 10 (history of political thought) prove to be statistically significant (0.05 level). These findings would suggest that support for required training in the history of political philosophy will continue to decline as those scholars in the 50-65 year cohort exist the the discipline.

The remaining socio-economic, occupational, and professional variables (save for one: subfield identification) are not associated with significant departures from the profession-wide patterns of attitude distribution regarding curricular relevance. In instances, this is somewhat surprising. For example, respondents located within departments with Ph.D. programs are no more committed to training in quantitative research techniques than are their colleagues who are ensconed in four-year colleges and universities whose terminal degree is the baccalaureate (Table XVI). Interestingly, however, it is the current crop of assistant professors who seem most committed to training in quantitative techniques for graduate students (Table XVII). Together with the findings regarding the direct association between age and commitment to training in the history of political philosophy, this suggests that generational change will have the following curricular concomitants:

1. the profession will place decreasing emphasis on training in political philosophy for all doctoral candidates; and

TABLE XVI.
POLITICAL SCIENCE FACULTY MEMBERS:
CURRICULAR RELEVANCE (TRAINING NEEDS) BY
INSTITUTIONAL TYPE (1976)

ITEM	RESPONSE	Program Type				Institutional Type	
		All Faculty	Four Year College	MA/MS Program	Ph.D. Program	Public	Private
10. Every doctoral candidate in political science should have systematic training in the history of political thought.	Agree strongly	32%	35%	31%	28%	34%	27%
	Agree	47	43	43	52	47	49
	Can't say	2	1	6	1	2	4
	Disagree	14	18	12	13	13	15
	Disagree strongly	5	3	8	5	4	5
	Total (n)	100% (215)	100% (74)	100% (51)	99% (75)	100% (132)	100% (80)
12. All graduate training of future political scientists should require exposure to quantitative research methods and techniques.	Agree strongly	37%	39%	43%	36%	36%	41%
	Agree	48	49	39	51	50	44
	Can't say	2	3	-	1	3	-
	Disagree	10	8	14	9	9	12
	Disagree strongly	2	1	4	3	2	2
	Total (n)	99% (215)	100% (74)	100% (51)	100% (75)	100% (132)	99% (80)

TABLE XVII.
POLITICAL SCIENCE FACULTY MEMBERS:
CURRICULAR RELEVANCE (TRAINING NEEDS) BY
RANK, TENURE, AND CREDENTIAL
(1976)

ITEM	RESPONSE	All Faculty	Inst	Rank			Tenured?		Credential	
				Ass't Prof	Assoc Prof	Full Prof	No	Yes	Non- Ph.D.	Ph.D.
10. Every doctoral candidate in political science should have systematic training in the history of political thought.	Agree strongly	32%	27%	32%	30%	35%	29%	33%	32%	30%
	Agree	47	54	43	43	54	49	47	54	47
	Can't say	2	4	4	2	-	4	1	-	3
	Disagree	14	12	15	18	9	12	16	9	15
	Disagree strongly	5	4	6	7	2	6	3	3	5
	Total	100%	101%	100%	100%	100%	100%	100%	99%	100%
	(n)	(215)	(26)	(72)	(60)	(57)	(94)	(120)	(33)	(177)
12. All graduate training of future political scientists should require exposure to quantitative research methods and techniques.	Agree strongly	37%	27%	44%	38%	32%	42%	33%	27%	40%
	Agree	48	54	44	50	50	45	50	58	46
	Can't say	2	8	-	2	2	3	1	6	1
	Disagree	10	12	7	8	16	6	13	9	10
	Disagree strongly	2	-	6	2	-	3	2	-	3
	Total	99%	101%	101%	100%	100%	99%	99%	100%	100%
	(n)	(215)	(26)	(73)	(60)	(56)	(95)	(119)	(33)	(177)

2. it will place more stress on quantitative research skills.

These findings, of course, only serve to corroborate the conventional wisdom regarding the directions in which political science is evolving.

The marginal status of political philosophy becomes more apparent when we disaggregate the respondents on the basis of subfield identification and examine their responses to items 10 and 12 by means of analysis of variance (Table XVIII). In both cases, the differences between subfields are statistically significant (item 10: 0.05 level; item 12: 0.01 level). The findings are scarcely surprising, at least with regard to the subfields of Political Philosophy and Political Theory and Methodology. All members of the former would require doctoral candidates to have had training in the history of political thought, although only eight out of ten of their colleagues would agree. The most numerous (relatively speaking) opponents of such a proposal are found in the areas of Public Law and Political Theory and Methodology.

Conversely, political philosophers and (again) persons in Public Law are least convinced of the utility and desirability of requiring exposure to quantitative methods. This suggests that the subfield of Public Law is rather divided within itself and perhaps provides some insight into the wide divergence of its member's perceptions regarding the current "mood" of the discipline (Table III: item 11).

VI. Postscript. The thrust of this essay has been primarily descriptive and analytical. We have principally addressed ourselves to the matter of describing current beliefs regarding

TABLE XVIII.
POLITICAL SCIENCE FACULTY MEMBERS:
CURRICULAR RELEVANCE (TRAINING NEEDS) BY
SUBFIELD (1976)

ITEM	RESPONSE	SUBFIELDS							
		All Faculty	I.R.	Comp Gov't	Public Law	Public Admin	Pol Phil	Pol Theory & Method	American Gov't & Politics
10. Every doctoral candidate in political science should have systematic training in the history of political thought.	Agree strongly	32%	33%	31%	14%	32%	71%	23%	26%
	Agree	47	45	54	43	53	29	46	49
	Can't say	2	2	-	-	-	-	-	6
	Disagree	14	14	11	21	10	-	23	17
	Disagree strongly	5	5	3	21	5	-	8	3
	Total (n)	100% (215)	99% (42)	99% (35)	99% (14)	100% (19)	100% (17)	100% (17)	101% (72)

F = 3.1345; P(F) < 0.01
df = 6, 205

12. All graduate training of future political scientists should require exposure to quantitative research methods and techniques.	Agree strongly	37%	22%	36%	50%	37%	18%	54%	47%
	Agree	48	61	50	14	52	47	46	44
	Can't say	2	2	-	-	5	6	-	1
	Disagree	10	12	14	29	5	18	-	6
	Disagree strongly	2	2	-	7	-	12	-	1
	Total (n)	99% (215)	99% (41)	100% (36)	100% (14)	99% (19)	101% (17)	100% (13)	99% (72)

F = 3.0845; P(F) < 0.01
df = 6, 205

aspects of relevance with illuminating changes and trends which have occurred during the last thirteen years, and with exploring the associations between these beliefs and selected contextual variables.

We have found that the discipline appears a bit more satisfied with itself and with its intellectual apparatus and rather less inclined to indulge in that sort of stocktaking and self-criticism which would be expected to eventuate in a concern for concept formation and theory-building. Instead, there is a greater concern for extrinsic relevance in the form of involvement with public policy matters which is distributed rather uniformly across the subfields of the discipline. At the same time, there is no overweening sympathy for collective action on the part of the Association nor is there majority support for recruitment policies which would make of the discipline an active instrument in the quest for proportional employment of women and minorities. Instead, the available information strongly suggests that, while political scientists have shifted their attention from internal to external concerns, their activities will be channeled through the more traditional avenues of disciplinary intervention: individual consulting, policy analysis organization, citizen education, and education for public service.

Increasing concern for public policy matters cannot be without curricular implications. There is significantly decreased commitment to systematic training in the history of political thought for all doctoral candidates. Moreover, those elements of the discipline which are most emphatic in their insistence

on the desirability of such training tend to include a greater number of the elder statesmen of the profession whereas those who are most committed to preparation in quantitative methods include a greater proportion of the more recent initiates. Given these attitudinal orientations and the prospect of diminishing enrollments, it is difficult to avoid the conclusion that future years will be lean ones for Political Philosophy.

Additionally, we have examined a number of factors which might reasonably be thought to bear on orientations toward relevance. In particular, we have examined the associations obtained between selected socio-economic, occupational, and professional variables. Few of these appeared to have any systematic association with the attitudinal variables which we examined. For the most part, rather considerable disparities in age, income, rank, departmental and institutional circumstances, credentials, and tenure status seemed to have no pervasive impact on attitudes. This in itself is significant and a testimony to the selective recruitment and socialization processes which contribute to the training of a political scientist. On the other hand, subfield identification seems to have much more systematic and pervasive consequences for member orientation, though it, too, is not invariably a source of attitudinal disparities.

FOOTNOTES

¹ Philip Green and Sanford Levinson, "Preface," in Philip Green and Sanford Levinson (eds.), Power and Community: Dissenting Essays in Political Science. (New York: Vintage Books, 1970), p. vii.

² Reprinted in David Easton, "The New Revolution in Political Science," American Political Science Review, 63 (1969), 1051-1061.

³ Ibid., 1052.

⁴ Ibid., 1060.

⁵ Ibid., 1060.

⁶ See, for example, George J. Graham, Jr., and George W. Carey (eds.), The Post-Behavioral Era: Perspectives on Political Science. (New York: David McKay Company, Inc., 1972).

⁷ Albert Somit and Joseph Tanenhaus, American Political Science: A Profile of a Discipline. (New York: Atherton Press, 1964), 2.

⁸ Robert E. Lane, "To Nurture a Discipline," American Political Science Review, 66 (1972), 164-182.

⁹ Ibid., 165.

¹⁰ APSA Committee of Department Chairpersons, "Editorial on Placement by the APSA Committee of Department Chairpersons," PS, 9 (1976), 6.

¹¹ Theodore Lowi, "The Politics of Higher Education: Political Science as a Case Study," in Graham and Carey (eds.), The Post-Behavioral Era: Perspectives on Political Science, op. cit., pp. 11-36.

¹² Ibid., 26.

¹³ Ibid., 26.

¹⁴ Ibid., 32.

¹⁵ Ibid., 30.

¹⁶ Somit and Tanenhaus, op. cit.

¹⁷ Elsewhere, I have provided considerable evidence to the effect that the attitudinal changes in the mass membership of the discipline which may be attributed to this "intellectual revolution" (if such it was) were virtually nil. See Walter B. Roettger, American Political Science in the "Post-Behavioral Era": An Empirical Assessment of the Beliefs of a Discipline. (Unpublished Doctoral Dissertation submitted to the University of Colorado, 1977).

¹⁸ A full account of their techniques may be found in Somit and Tanenhaus, op. cit. 139-149.

¹⁹ APSA, Directory of Members: January, 1975. (Washington, D.C.: The American Political Science Association, 1975).

²⁰ Somit and Tanenhaus, op. cit., 42.

²¹ Information on APSA membership was obtained from Evron Kirkpatrick, "Report of the Executive Director, 1974-75," PS, 8 (1975), 298. Information on the number of Ph.D.'s is taken from Thomas E. Mann, "Placement of Political Scientists in 1976," PS, 9 (1976), 412.

²² This numerical designation will be maintained throughout the essay.

²³ Somit and Tanenhaus, op. cit., 18.

²⁴ Ibid., 12.

²⁵ Somit and Tanenhaus concluded that ". . . American political scientists. . . are divided by two major by independent issues. The larger of these is behavioralism, the smaller we have called 'adequacy of the profession.' Although these are currently the two big questions, they do not seem to polarize the profession, nor does a large proportion of our membership take a strong or extremist position on either of them." Somit and Tanenhaus, op. cit., 27.

²⁶ Ibid., 3.

²⁷ See Thomas E. Mann, "Placement of Political Scientists in 1976," op. cit., 414 (Table 6).

²⁸ The "locus-focus" dyad forms the conceptual theme of Robert T. Golembiewski's discussion of "Public Administration as a Field: Four Developmental Phases," Georgia Political Science Association Journal, 2 (Spring, 1974), 21-49. Nicholas Henry makes use of this dichotomous framework in his Public Administration and Public Affairs. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975). See especially chapter 1: "Public Administration's Eighty Years in a Quandry," pp. 3-32.

²⁹The self-evaluation of their work by political philosophers is at marked variance with that provided by the other subfields and the profession as a whole. Not unnaturally, political philosophers rank their efforts as the most significant contributions currently being made by the discipline. However, the profession as a whole is least likely to give this field the most significant rating. Moreover, persons within the subfields of International Relations, Comparative Government, Public Administration and American Government rate the work of political philosophers at or near the bottom of the "most significant" ladder. See Roettger, op. cit., Chapter Ten: "Subfields, Strata, and Symbols."

³⁰See, for example, the comparisons provided by the American Political Science Association's Departmental Services Program: 1975-76 Survey of Departments. (Washington, D.C.: The American Political Science Association, 1976).